

Exploration of the Development of Innovative Assessment Methods for Learning PAI in the Framework of the Independent Curriculum and the Society 5.0 Era

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Abstract

The research aims to investigate several aspects, namely: 1) How are innovative assessment methods applied in Islamic Religious Education (PAI) learning at SDN 32 Rejang Lebong? 2) How is the independent curriculum implemented in the learning context? 3) How will innovative assessment develop in the Society 5.0 era? The type of research is qualitative, with data sources coming from various types of qualitative research. The research results show that SDN 32 applies innovative assessment methods using creative instruments such as projects, experiments, and so on which are unique. Characteristics include an orientation to deep skills, support for diversity, use of technology, and flexibility in the form of projects, open exams, and oral presentations. The implementation of the Independent Curriculum is carried out by reducing the Basic Competencies in each subject, allowing teachers and students to focus more on essential competencies for continued learning at the next level. The essence of independent learning is giving freedom to teachers and students in the learning process. On the other hand, the independent curriculum for students and teachers involves special characteristics, namely the implementation of Project Based Learning together to develop soft skills and character in accordance with the Pancasila student profile. The focus is on essential material so that there is sufficient time for in-depth learning related to basic competencies, such as literacy and numeracy. Apart from that, teachers flexibility to carry out differentiated learning according to student's abilities.

A. Introduction

Indonesia has now entered the era of Society 5.0, a new period that emphasizes the role of humans and combines technology in shared life. This concept emerged as an evolution of the Industrial Revolution 4.0 which is considered to have the potential to reduce the role of humans (Bahri, 2022; Karim et al., 2023). Rapid advances in information and communication technology in the current Society 5.0 era have resulted in significant changes in various aspects of life that were previously conventional, making them more digital, and making various human activities easier, including in the field of education.

The latest policy regarding the Merdeka curriculum has been introduced through the Decree of the Ministry of Education, Research, Culture and Technology Number 56 of 2022 concerning Guidelines for Curriculum Implementation in Learning Recovery Efforts. This curriculum carries the concept of Freedom of Learning which means freedom of thought, namely the freedom to assess everything clearly and independently (Alimuddin, 2023; Nasution et al., 2023; Rahmadayanti & Hartoyo, 2022). In its implementation, this

curriculum does not limit the types of learning at school or outside school, while encouraging teachers and students to explore their creativity (Harahap et al., 2023; Krishnapatria, 2021; Medriati et al., 2022). The Merdeka curriculum structure is intended to be simpler and more flexible, with a greater focus on essential material and character development through a project to strengthen the Pancasila student profile. In addition, the Merdeka curriculum is also a concrete implementation to achieve the fourth target of the Sustainable Development Goals (SDGs), namely ensuring that the education provided is of equal quality, inclusive, and provides support for lifelong learning opportunities for all individuals. Thus, it is hoped that this program will be able to improve the quality of education in Indonesia (Rochmat et al., 2023; Saparuddin et al., 2024; Syaipul et al., 2024).

The application of the independent curriculum in Islamic Religious Education (PAI) lessons is recommended by paying attention to two aspects of assessment, namely summative and formative. In developing Islamic Religious Learning (PAI) assessments, educators can design forms of assessment by considering the characteristics of students. This assessment design process provides educators with the opportunity to create innovations in measuring the progress and understanding of their students.

Based on the description above, the researcher conducted research with the title "Exploration of the Development of Innovative Assessment Methods for PAI Learning in the Context of Welcoming the Independent Curriculum and Society Era 5.0"

B. Research Methods

This research utilizes qualitative research methods using a data analysis system obtained through observation, interviews and documentation. Initially, researchers began their research by making observations at State Elementary School (SDN) 32 Rejang Lebong. The next step involved interviews with grade IV Islamic Religious Education (PAI) teachers at SDN 32 Rejang Lebong, followed by collecting documentation after the interview process. This series of research was carried out in the period 14-16 September 2023.

C. Result and Discussion

Curriculum comes from Latin, namely from the word "currere" (infinitive) or "corro" (present active), which means to run, hurry, (transitive), and in the context of a race (transitive), with "curir" referring to runners and "curere" refers to the runway (Septermiarti et al., 2023; Syahidi et al., 2023). Later, this term was adopted in English, resulting in words such as course, racecourse, or racetrack. The term "course" can refer to a direction or route taken or to be taken, or it can also refer to a horse racing field or the distance used in a running race. Meanwhile, the term "curriculum" can also be interpreted as a race track, especially for horse-drawn chariot races.

In French, the term "courrier" refers to running, while in the classical context, the emphasis is more on the curriculum as a learning plan in an educational institution. The curriculum includes subjects and material that must be followed at a certain level of education in school, serving as a guide for the learning process. In Arabic, the term "manhaj" is used to refer to curriculum, which means a clear path, method, and plan (Abdullah et al., 2022; Djufri et al., 2023; Nurcholis et al., 2020). Etymologically, this strengthens the understanding that the curriculum involves a journey that students must take from beginning to end. Thus, the curriculum can be understood as a journey that students must undergo from the moment they enter until they complete a certain level of education.

According to the definition, the curriculum can be interpreted as a series of plans and arrangements that include objectives, content and learning materials, as well as methods used to guide the implementation of learning activities to achieve special educational goals (Nofrianni et al., 2024; Siregar & Mashudi, 2024). In this context, the curriculum is explained as a learning experience that is directed, planned, organized and rearranged through a process of building knowledge and experience. Meanwhile, George Beaucham views a syllabus as a written document containing the subject matter taught to students. Nigley and Evan stated that the curriculum involves all experiences arranged by educational institutions to help students achieve learning success. The curriculum includes a series of educational experiences that students will experience during the learning process. The curriculum design is determined to achieve the desired goals.

The view regarding the curriculum is all the activities provided by the school for students. The curriculum not only includes subjects, but also involves various activities inside and outside the classroom which are the responsibility of the school. This view of the benefits of student activities and experiences outside the

context of conventional learning can be explained by detailing the definition of curriculum based on Law Number 20 of 2003. Curriculum is defined as a series of plans and rules that include objectives, content, learning materials and methods used as guidelines in organizing the learning process to achieve certain educational goals. Therefore, the curriculum includes all educational experiences and influences that influence a child's development in the school environment.

A curriculum that focuses on the Independent Curriculum Innovation Model has a central role in the Indonesian education system. This is the main key for educational development, especially in the context of developing students' potential which involves affective, cognitive and psychomotor aspects. In this way, education is expected to produce a young generation who has quality, high competitiveness, and is able to compete elegantly.

Based on research, it was revealed that SD N 32 Rejang Lebong has implemented the independent curriculum for around the last three months. Assessment methods are adapted to teacher preferences, involving formative and summative approaches with a focus on evaluating learning processes and outcomes. The students are seen participating actively and communicatively in learning.

In the context of the Society 5.0 era, the atmosphere in the classroom looks very communicative, and students are actively involved in learning activities. Teachers implement group discussion strategies to improve teamwork and facilitate good communication between students, creating a positive social environment.

D. Conclusion

From the discussion above, it can be seen that the Curriculum, especially the Independent Curriculum Innovation Model in Indonesia, is a crucial element in the educational context. This is firmly related to the learning process as an activity in which students explore their potential in affective, cognitive and psychomotor dimensions. Thus, education is expected to produce a young generation that is qualified, has high competitiveness, and is able to compete well. Assessment is carried out according to teacher preferences, by implementing a formative and summative assessment system that emphasizes the learning process rather than just the end result. Students are expected to be communicative and active in the learning process. To create a communicative and active environment, teachers apply group discussions as a means of teamwork and building good communication and social involvement between students.

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